

Afsaneh Ghanizadeh

List of Publications by Year in descending order

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Version: 2024-02-01

47
papers

877
citations

567281

15
h-index

526287

27
g-index

47
all docs

47
docs citations

47
times ranked

375
citing authors

#	ARTICLE	IF	CITATIONS
1	The interplay between reflective thinking, critical thinking, self-monitoring, and academic achievement in higher education. <i>Higher Education</i> , 2017, 74, 101-114.	4.4	134
2	The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes. <i>System</i> , 2009, 37, 708-718.	3.4	89
3	Emotional facet of language teaching: emotion regulation and emotional labor strategies as predictors of teacher burnout. <i>International Journal of Pedagogies and Learning</i> , 2015, 10, 139-150.	0.3	65
4	The role of EFL teachers' emotional intelligence in their success. <i>ELT Journal</i> , 2010, 64, 424-435.	1.8	62
5	Teacher Burnout: A Review of Sources and Ramifications. <i>British Journal of Education Society & Behavioural Science</i> , 2015, 6, 24-39.	0.1	49
6	Self-efficacy and self-regulation and their relationship: a study of Iranian EFL teachers. <i>Language Learning Journal</i> , 2013, 41, 68-84.	2.5	43
7	Critical discourse analysis and critical thinking: An experimental study in an EFL context. <i>System</i> , 2012, 40, 37-47.	3.4	34
8	A tripartite model of EFL teacher attributions, burnout, and self-regulation: toward the prospects of effective teaching. <i>Educational Research for Policy and Practice</i> , 2014, 13, 145-166.	1.9	32
9	EFL teachers' teaching style, creativity, and burnout: A path analysis approach. <i>Cogent Education</i> , 2016, 3, 1151997.	1.5	31
10	The role of EFL learners' demotivation, perceptions of classroom activities, and mastery goal in predicting their language achievement and burnout. <i>Asian-Pacific Journal of Second and Foreign Language Education</i> , 2016, 1, .	1.4	27
11	The role of task value, effort-regulation, and ambiguity tolerance in predicting EFL learners' test anxiety, learning strategies, and language achievement. <i>Psychological Studies</i> , 2016, 61, 2-12.	1.0	26
12	The Role of EFL Teachers' Self-regulation in Effective Teaching. <i>World Journal of Education</i> , 2011, 1, .	0.3	24
13	Academic buoyancy in higher education. <i>Journal of Applied Research in Higher Education</i> , 2019, 11, 162-177.	1.9	24
14	A Dörnyei-Inspired Study on Second Language Motivation: A Cross-Comparison Analysis in Public and Private Contexts. <i>Psychological Studies</i> , 2015, 60, 292-301.	1.0	20
15	Validating the Persian Version of Reflective Thinking Questionnaire and Probing Iranian University Students' Reflective Thinking and Academic Achievement. <i>International Journal of Instruction</i> , 2017, 10, 209-226.	1.3	18
16	L2 Motivational Self-System and Self-Efficacy: A Quantitative Survey-Based Study. <i>International Journal of Instruction</i> , 2018, 11, 329-344.	1.3	17
17	EFL Learners' Self-regulation, Critical Thinking and Language Achievement. <i>International Journal of Linguistics</i> , 2012, 4, .	0.0	16
18	The Impact of Concept Mapping on EFL Learners' Critical Thinking Ability. <i>English Language Teaching</i> , 2011, 4, .	0.4	14

#	ARTICLE	IF	CITATIONS
19	Self-Fulfillment in Higher Education: Contributions from Mastery Goal, Intrinsic Motivation, and Assertions. <i>Asia-Pacific Education Researcher</i> , 2017, 26, 171-182.	3.7	13
20	An exploration of EFL learners' perceptions of classroom activities and their achievement goal orientations. <i>International Journal of Research Studies in Education</i> , 2015, 4, .	0.1	12
21	Teachers'™ Motivation and Its Association with Job Commitment and Work Engagement. <i>Psychological Studies</i> , 2020, 65, 455-466.	1.0	11
22	Technology-Enhanced Language Learning (TELL): A Review of Resources and Upshots. <i>International Letters of Chemistry, Physics and Astronomy</i> , 0, 54, 73-87.	0.0	11
23	A Study of EFL Teachers' Locus of Control and Self-regulation and the Moderating Role of Self-efficacy. <i>Theory and Practice in Language Studies</i> , 2012, 2, .	0.3	11
24	EFL Teachers'™ Verbal and Nonverbal Immediacy: A Study of its Impact on Students'™ Emotional States, Cognitive Learning, and Burnout. <i>Psychological Studies</i> , 2018, 63, 398-409.	1.0	10
25	A Dynamic Model of EFL Learners' Personal Best Goals, Resilience, and Language Achievement. <i>International and Multidisciplinary Journal of Social Sciences</i> , 2018, 7, 267.	0.9	10
26	Higher education amid COVID-19 pandemic: contributions from Resilience, positive orientation and grit. <i>Journal of Applied Research in Higher Education</i> , 2022, 14, 1670-1685.	1.9	10
27	EFL teachers' coping strategies amidst the Covid-19 virtual education and their association with work engagement and teacher apprehension. <i>Educational Research for Policy and Practice</i> , 2023, 22, 1-22.	1.9	7
28	The Nexus between emotional, metacognitive, and motivational facets of academic achievement among Iranian university students. <i>Journal of Applied Research in Higher Education</i> , 2017, 9, 598-615.	1.9	6
29	EFL Teachers'™ Apprehension: a Study of Antecedents and Ramifications. <i>Human Arenas</i> , 0, , 1.	1.4	6
30	A Qualitative In-depth Analysis of the Determinants and Outcomes of EFL Teachers'™ Motivation and Demotivation. <i>International Journal of Instruction</i> , 2018, 11, 175-190.	1.3	6
31	Designing and Validating the Sources of EFL Teacher Apprehension Scale (STAS). <i>Asia-Pacific Education Researcher</i> , 2020, 29, 495-508.	3.7	5
32	Ability of neural network cells in learning teacher motivation scale and prediction of motivation with fuzzy logic system. <i>Scientific Reports</i> , 2021, 11, 9721.	3.3	5
33	The dynamism of EFL teachers'™ professional identity with respect to their teaching commitment and job satisfaction. <i>Cogent Education</i> , 2019, 6, 1685353.	1.5	4
34	Validating the Persian versions of L2 ambiguity tolerance and learning approach scales and probing possible associations. <i>International Journal of Research Studies in Psychology</i> , 2015, 4, .	0.4	4
35	The role of coping strategies and emotional factors in predicting Iranian translation students'™ translation ability. <i>Asia Pacific Translation and Intercultural Studies</i> , 2017, 4, 280-294.	0.5	3
36	The Interface between Motivational and Emotional Facets of Organizational Commitment among Instructors at Higher Education. <i>International and Multidisciplinary Journal of Social Sciences</i> , 2016, 5, 228.	0.9	3

#	ARTICLE	IF	CITATIONS
37	Designing and validating a language teacher attribution scale: a structural equation modeling approach. <i>Teacher Development</i> , 2015, 19, 553-572.	0.7	2
38	An exploration of EFL teachers' attributions. <i>European Journal of Teacher Education</i> , 2015, 38, 378-391.	3.7	2
39	"The Best of the Intellect Is a Person's Knowledge of His Own Self": Exploring the Psychological Aspects of Imam Reza's Hadith Using Structural Equation Modeling. <i>Human Arenas</i> , 2020, 3, 119-136.	1.4	2
40	Personal best goals in alignment with environmental perceptions of classroom activities. <i>International Journal of Research Studies in Education</i> , 2017, 7, .	0.1	2
41	A mixed methods analysis of EFL teachers' self-regulated strategies and burnout. <i>International Journal of Research Studies in Psychology</i> , 2015, 4, .	0.4	2
42	An exploration of EFL teachers' job satisfaction in the light of stress coping strategies and emotional intelligence. <i>International Journal of Research Studies in Psychology</i> , 2017, 6, .	0.4	2
43	A microanalysis of the sophomore and senior translation students' uncertainty management in the process of translation: a complex dynamic approach. <i>Asia Pacific Translation and Intercultural Studies</i> , 2020, 7, 67-88.	0.5	1
44	Sustained flow and personal best in higher education: A mixed-methods approach. <i>Revista De Psicodidáctica (English Ed)</i> , 2021, 26, 96-104.	1.1	1
45	The effect of inference-making, deduction, and self-monitoring on EFL learners' language achievement, reading, and writing ability. <i>International Journal of Research Studies in Language Learning</i> , 2015, 5, .	0.2	1
46	Probing EFL Teachers' Perceptions of Learners' Success Factors and its Contribution to Their Goal-Orientations and Organizational Commitment. <i>Interchange</i> , 2020, 51, 483-497.	1.8	0
47	The concordance between EFL learners' stress coping strategies, willingness to communicate, and metacognitive self-regulation. <i>International Journal of Research Studies in Psychology</i> , 2016, 5, .	0.4	0